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ABSTRACT

The course will contribute to competency in all office occupations by equipping students with the basic skills needed to apply grammar, punctuation, capitalization, abbreviations, and number style to simple business communications. Offered as an elective, the course is intended for 12th grade students and has no prerequisites. Performance objectives are listed, and suggested procedures, strategies, and learning activities are offered. Evaluative items are suggested. A five-page bibliography of student and teacher resource materials includes books and booklets, workbooks, reference manuals, filmstrips, and tapes. A 17-page appendix presents a sample assignment sheet for the sentence and specific suggestions for evaluative items with sample tests. (MW)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

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BUSINESS GRAMMAR IN GOOD TASTE

Business Education - 5128.11 (New: 7770.11)

DE 002 081

DADE COUNTY PUBLIC SCHOOLS
DIVISION OF INSTRUCTION • 1971

BUSINESS GRAMMAR IN GOOD TASTE

5128.11 (New: 7770.11)

Business Education

Written by Juanita Ely
And Approved by the Business Education Steering Committee
For Quinmester Courses

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, FL 33132
1972

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I. COURSE TITLE—BUSINESS GRAMMAR IN GOOD TASTE

II. COURSE NUMBER—5128.11 (New: 7770.11)

III. COURSE DESCRIPTION

A. Synopsis
Equips students with the basic skill needed to apply grammar, punctuation, capitalization, abbreviations, and number style to simple business communications.

B. Subject Status—Elective

C. Textbook
A state adopted textbook for Business English and/or one of the school's choosing is recommended.

D. Occupational Relationships
This course will contribute to competency in all office occupations. Clear and accurate use of English can be a deciding factor in getting any job and in being promoted to a position of responsibility, especially if business communications are included in the functions of the position.

IV. COURSE ENROLLMENT GUIDELINES

A. Grade Level
While this course is intended for students in the twelfth grade, younger or older students may enroll if their counselors agree they are ready for this course.

B. Pretest
An inventory test covering the performance objectives of this course is an effective device for revealing student weaknesses and pointing out the need for drill in specific areas.

C. Prior and Future Experiences Needed
There are no prerequisites for this course; however, it is recommended that the student also enroll in Righting Your Writing (Language Arts—5111.01) if strengthening of skills is needed. Spell It Right (Business Education—5128.12) should be taken before or after this course.

V. COURSE OF STUDY PERFORMANCE OBJECTIVES

Upon successful completion of this course, the student will be able to—

1. supply missing punctuation and capitalization and correct grammar errors on a one-page business excerpt with a minimum of 90 percent accuracy;

2. demonstrate understanding of basic grammar and punctuation rules by writing a paragraph on an assigned business subject with no more than one error in either area;

V. COURSE OF STUDY PERFORMANCE OBJECTIVES, Continued

3. recognize and point out the subjects and predicates in at least four assigned sentences;

4. identify complete sentences and fragments of sentences from a given list of ten or more sentences and fragments;

5. classify given sentences as either simple, compound, or complex in structure;

6. write the plural forms for nouns in a given list including proper names, foreign nouns, compound nouns, and nouns ending in "y";

7. select the appropriate form of a pronoun from several selections in each of a group of sentences;

8. select the correct verb form that will make the sentence correct in each of at least four given sentences;

9. supply the tense and past participle forms for at least five irregular verbs;

10. classify each verb in five given sentences as transitive or intransitive;

11. underline and correct any errors in predicate agreement in at least four sentences;

12. select the correct adjective or adverb to be used as a modifier in at least four sentences;

13. select the preposition that correctly completes each of at least four sentences;

14. choose the sentence that does not violate parallel structure from each of ten given pairs of sentences;

15. underline errors in preposition or conjunction usage and make corrections in each of at least four sentences;

16. indicate the correct mark of punctuation to be used in at least four sentences and choose an applicable rule for each from a supplied list;

17. encircle letters that should be capitalized in a supplied business excerpt;

18. locate and correct errors in the expression of numbers in at least four sentences that contain one or more errors in the expression of numbers; and

19. find and correct errors in the use of abbreviations in at least four given sentences.

VI. COURSE CONTENT

A. Equipment and Supplies
   1. Basic textbook
   2. Learning activity packages and/or assignment sheets
   3. Programmed materials
   4. Tape recorder and headset
   5. Taped explanations
   6. Keys for activities
   7. Supplementary reference books and materials

B. Grammar—Identification and Application
   1. Sentence structure
      a. Recognizing subjects
      b. Recognizing predicates
      c. Identifying simple, compound, or complex structures
   2. Nouns
      a. Recognition of nouns
      b. Uses as subject and object
      c. Forming plurals
      d. Foreign plurals
      e. Forming singular and plural possessives
   3. Pronouns
      a. Nominative and objective forms
      b. Agreement with antecedent
      c. Possessive forms
      d. Use of who-whom
   4. Verbs
      a. Recognizing
      b. Transitive and intransitive
      c. Predicate agreement with the subject
      d. Principal parts of irregular verbs
   5. Adjectives and adverbs
      a. Forms of adjective comparisons—positive, comparative, superlative
      b. Descriptive adjectives
      c. Uses of adverbs
      d. Adverb and adjective confusion
   6. Determiners
   7. Prepositions and conjunctions
      a. Troublesome prepositions
      b. Uses of prepositions
      c. Coordinate conjunctions and parallel structure
      d. Conjunctive adverbs
      e. Correlative conjunctions
      f. Subordinate conjunctions
      g. Preposition and conjunction confusion

C. Punctuation—Identification and Application
   1. Period
      a. When to use a period
      b. When not to use a period
      c. Spacing after periods

VI. COURSE CONTENT, Continued

2. Question mark and exclamation point
   a. Uses of question mark
   b. Uses of exclamation point
3. Semicolon, colon, and dash
   a. When to use a semicolon
   b. When to use a colon, and correct capitalization after a colon
   c. When to use a dash
4. Comma
   a. Fundamental uses
   b. Uses in setting off interrupting elements in sentences
   c. Other uses—modifying adjectives, direct address, numerals
5. Quotation marks
   a. Direct quotations
   b. Other uses
6. Parentheses and the apostrophe
   a. Uses of parentheses
   b. Apostrophes in possessives
   c. Uses of apostrophe other than in possessives

D. Capitalization—Rules and Applications
1. Proper nouns and adjectives
2. Names of places, organizations, governmental bodies
3. Titles

E. Abbreviations—Principles and Applications
1. Personal titles and firm names
2. Punctuation abbreviations
3. Abbreviation of state names used with ZIP codes
4. Other abbreviations

F. Figures—Rules and Applications
1. Numbers written as words
2. Numbers written in figures

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES

There are many instructional approaches to learning grammar and punctuation. A variety of techniques should be used to maintain a high level of interest. In individualized instruction, student progress is more rapid; mastery of each unit is measured before students progress to the next unit. Programed materials are excellent but few students can make satisfactory progress with programed materials alone.

A. Learning Activity Packages

It is suggested that a teacher-prepared unit of work be assigned to each student. It should include objectives as well as activities. A sample unit is supplied in the Appendix of this course.

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

B. Small Groups

Filmstrips for reinforcement drill in problem areas could be viewed by small groups of ten or less students. Discussion of problem areas in this type of group is also an extremely effective technique.

C. Teacher-Prepared Tapes

Individuals or small groups could listen to audiotapes that the teacher has prepared for each unit. It is easier to tape explanations for frequently-asked questions than to answer the same questions thirty times. If there are adequate facilities in the classroom or if a learning resource center is available in the school, it is suggested that the teacher also prepare videotapes that show the diagraming of sentences, letter structure, and other similar activities. The county-prepared videotape for Touch Typing entitled Parts of Letters, #11S-MP-26, would be appropriate for students who have not viewed the tape prior to this course. Students enjoy the responsibility of setting up the equipment before listening to the tapes, but they should be checked thoroughly on correct procedures.

D. Practice Drills

Drills for practice should be provided for each unit. Progress checks should be made by the teacher as soon as drills have been completed (or a key could be provided so that the student could evaluate his/her own progress). Some students may need more drill than others; therefore, a short pretest for each unit might be a very useful tool for the teacher in determining how much drill should be assigned to each student.

E. Original Sentences and Paragraphs

A great deal of practice in composing sentences and paragraphs should be provided. During this process, all students should be encouraged to interact with the teacher on an individual basis so that immediate feedback can be provided.

F. Special Activities

Although there is little time to cover all the course material, an occasional change of pace during the first few minutes of the class period is recommended. Such an activity would be a "spoonful of sugar" to sweeten up the monotony of drill. Several suggested activities follow:

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

TYPE	PROCEDURE
Original sentences	Allow approximately five minutes at the beginning of the period for the students to write original sentences describing anything they have learned about sentence structure. Have them exchange papers, pick the most entertaining sentence on the paper, and read it aloud. A list of the best ones could be posted on the bulletin board.
Parts of speech game	Tell students that they are helping you write a paragraph by supplying the parts of speech that are missing. Let individuals in the class supply missing words and then read the completed version aloud. In preparation for this activity, the teacher could write on a transparency a paragraph with words missing and display it to the class on an overhead projector.
Illustrating parts of speech used in a poem	Choose a poem that emphasizes one part of speech and have students read and pick out all words illustrating this part of speech. An example to illustrate adjectives and adverbs would be Elinor Wylie's "Pretty Words."

VIII. EVALUATIVE INSTRUMENTS

Each unit of work should be tested. If progress is to be based on the mastery of the unit, there must be a minimum passing score before the student can progress to the next unit. A minimum score of 80 percent is suggested on the final test. Grading can be based on the number of units successfully mastered. A suggested list of evaluative items are given. Some units of work are tested with closely related units.

TYPE	PROCEDURE
A. Business Excerpt	Proofreading practice to find errors and apply rules by correcting errors in grammar and mechanics
B. Original Paragraph	To determine if the student can apply studied grammar principles to his writing

VIII. EVALUATIVE INSTRUMENTS, Continued

TYPE	PROCEDURE
C. Recognizing Subjects and Predicates	To determine if the student can identify correctly the subject and predicate of a sentence
D. Classifying Sentences as Compound, Complex, or Simple	To determine if the student can recognize dependent and independent clause functions in sentences
E. Noun Plurals and Possessives	To test the student's ability to form plurals and possessive forms for nouns, pronouns, proper names, foreign nouns, etc.
F. Pronoun Choice	To determine if the student can use correctly the nominative, objective, and possessive forms of pronouns
G. Verb Usage	To measure the student's understanding of rules for selecting correct verb forms and making each agree with its subject
H. Adjective and Adverb Choices	To determine if the student can identify the correct modifier
I. Preposition and Conjunction Usage	To determine if the student can locate and correct errors in preposition and conjunction usage
J. Recognizing Parallel Structure	To measure the student's ability to recognize balanced sentences and parts of sentences
K. Using Correct Punctuation	To determine if the student can apply the rules of punctuation that he studied
L. Capitalization, Abbreviation, and Number Usage	To measure the student's understanding of the rules that govern mechanics of English

IX. RESOURCES FOR STUDENTS

A. Books and Booklets

Aurner, Robert R.; Burtness, Paul. Effective English for Business Communication, 6th edition. Cincinnati: South-Western Publishing Co., 1970.

IX. RESOURCES FOR STUDENTS, Continued

A. Books and Booklets, Continued

Classen, H. George. Better Business English. New York: Arco, 1966.

Handy, Ralph S. and Cliffton, Catherine. Business English in Practice. (textbook-workbook) New York: Pitman Publishing Corp., 1956.

Himstreet, William; Baty, Wayne. Business Communications, 2nd edition. Belmont: Wadsworth Publishing Co., 1966.

Himstreet, William C.; Porter, Leonard; Maxwell, Gerald. Business English in Communications. Englewood Cliffs: Prentice Hall, 1964.

Office Girl's Workshop—Portfolios 1 through 17. Waterford: The Bureau of Business Practice, Inc., 1964.

Schachter, Norman. English the Easy Way, 3rd edition. Cincinnati: South-Western Publishing Co., 1969.

Stewart, Marie; Lanham, Frank; and Zimmer, Kenneth. Business English and Communication, 3rd edition. New York: Gregg Division of McGraw-Hill Book Co., 1967.

B. Workbooks

Aurner, Robert R.; Burtness, Paul. Study Projects for Effective English for Business Communication, 6th edition. Cincinnati: South-Western Publishing Co., 1970.

Fruehling, Rosemary and Bouchard, Sharon. Business Correspondence/ 30. New York: Gregg Division of McGraw-Hill Book Co., 1970.

Himstreet, William; Porter, Leonard; Maxwell, Gerald. Activities Book; Business English in Communications. Englewood Cliffs: Prentice Hall, 1964.

Nelson, Herbert. English Essentials with Self-Scoring Exercises. Patterson, New Jersey: Littlefield Adams Quality Paperbacks.

Stewart, Marie; Lanham, Frank; Zimmer, Kenneth. Student Projects and Activities for Business English and Communication, 3rd edition. New York: Gregg Division of McGraw-Hill Book Co., 1967.

C. Reference Manuals and Books

In addition to a dictionary, a thesaurus, an encyclopedia, and word books, four or more copies of each of the following would be helpful.

IX. RESOURCES FOR STUDENTS, Continued

C. Reference Manuals and Books, Continued

Abbreviations for Use with ZIP Codes. U. S. Postal Service, Washington, D. C., 1967.

Gavin, Ruth E. and Sabin, William. Reference Manual for Stenographers and Typists, 4th edition. New York: Gregg Division of McGraw-Hill Book Co., 1970.

House, Clifford R. and Koebele, Appolonia M. Reference Manual for Office Personnel, 5th edition. Cincinnati: South-Western Publishing Co., 1970.

Hutchinson, Lois. Standard Handbook for Secretaries. New York: Gregg Division of McGraw-Hill Book Co., 1969.

Klein, A. E. The New World Secretarial Handbook. New York: World Publishing Company, 1970.

Leslie, Louis A. 20,000 Words, 6th edition. New York: Gregg Division of McGraw-Hill Book Co., 1970.

D. Filmstrips

Coach for Good English Series. (116000) Gregg Division of McGraw-Hill Book Co. Available from School Equipment Distributors, 319 Monroe Street, Montgomery, AL 36104. Set of six color filmstrips for $37.50; each for $7.00: Transitive Verbs, Direct Objects; Linking Verbs and Predicate Nominatives, Using Perfect Tenses; Building Sentences; Adverbial Clauses and Complex Sentences; Adjective Clauses and Relative Pronouns; Compound Sentences, General Review.

Comma in a Series, The. 43 frames, 1970. Society for Visual Education, Inc.

Comma with Clauses and Phrases, The. 34 frames, 1970. Society for Visual Education, Inc.

Comma with Direct Address and Introductory Words, The. 37 frames, color, 1970. Society for Visual Education, Inc.

End Punctuation. 55 frames, color, 1970. Society for Visual Education, Inc.

Fundamentals of English Series. (402300) Gregg Division of McGraw-Hill Book Co. Available from School Equipment Distributors, 319 Monroe Street, Montgomery, AL 36104. Set of six color filmstrips for $37.50; each for $7.00: Nouns and Their Uses, Prepositions, Conjunctions, Verbs, Adjectives and Adverbs, Simple Sentences.

IX. RESOURCES FOR STUDENTS, Continued

D. Filmstrips, Continued

Grammar in Words. 46 frames with record, color, 1970. Society for Visual Education, Inc.

More About Verbs. 50 frames, 1950. Popular Science Series.

Problems of Agreement. 61 frames, 1970. Society for Visual Education, Inc.

Using Nouns. 54 frames, color, 1970. Society for Visual Education, Inc.

Using Pronouns. 54 frames, color, 1970. Society for Visual Education, Inc.

Using Verbs. 58 frames, color, 1970. Society for Visual Education, Inc.

Using Prepositions. 59 frames, color, 1970. Society for Visual Education, Inc.

Verbs and Their Subjects. 50 frames, color, 1950. Popular Science Series.

Verbs, Motors of Sentences. 50 frames, color, 1950. Popular Science Series.

E. Tapes

Letter Writing for the Office. Twelve tapes; 42 lectures (110800) for $131.40. Correlated Student Syllabus to reinforce lectures (216720) for $4.85. Five-inch reels or cassettes available from: Class National Publishing, Inc., 3825 Bunker Hill Road, Brentwood, MD 20722 OR Western Tape, Division of Educational Products Company, 2273 Old Middlefield Way, P. O. Box 69, Mountainview, CA 94040. (Primarily a course in writing; secondarily a course in writing for the office. Includes a careful treatment of word selection, as well as phrase, sentence, and paragraph development. Also includes instruction on "How to Dictate Letters.")

Punctuation Review for Stenographers and Office Workers. Fifteen tape sides introducing grammar exercises and reinforcement drills—eight tapes and Teacher's Key for $77.50. The manual can be used as a dictation text. Five-inch reels or cassettes available from: Class National Publishing, Inc., 3825 Bunker Hill Road, Brentwood, MD 20722 OR Western Tape, Division of Educational Products Company, 2273 Old Middlefield Way, P. O. Box 69, Mountainview, CA 94040 OR Teaching Aids Incorporated, P. O. Box 3527, Long Beach, CA 90803.

IX. RESOURCES FOR STUDENTS, Continued

F. Programed Materials

Blumenthal, Lassor A. English 2600, Revised. New York: Harcourt, Brace, and World, 1962.

Blumenthal, Lassor A. English 3200, Revised. New York: Harcourt, Brace, and World, 1962.

Brendel, Leroy and Near, Doris. Punctuation Drills and Exercises. New York: Gregg Division of McGraw-Hill Book Co., 1969.

Brendel, Leroy and Near, Doris. English Usage Drills and Exercises. New York: Gregg Division of McGraw-Hill Book Co., 1969.

Lish, Gordon. English Grammar Programed Text, Vol. I and II. Pasadena: Vroman's, 1966.

West, Leonard J. 300 Commas. New York: Gregg Division of McGraw-Hill Book Co., 1964.

X. RESOURCES FOR TEACHERS

A. Books and Manuals

Teachers' manuals (or teacher editions), keys, tests, and test manuals for student textbooks are available from most publishers.

Rose, Clare. Instructional Objectives Exchange, Business Education Secretarial Skills. P. O. Box 24095, Los Angeles, CA 90024, 1970.

B. Periodicals

Balance Sheet. Cincinnati: South-Western Publishing Company.

Business Education Forum. Washington, D. C.: National Business Education Association.

Business Education World. New York: Gregg Division of McGraw-Hill Book Company.

Journal of Business Education. East Stroudsburg: Robert C. Trethaway, 34 N. Crystal Street.

The Secretary. Kansas City: National Secretaries Association.

Today's Secretary. New York: Gregg Division of McGraw-Hill Book Co.

APPENDIX

SAMPLE ASSIGNMENT SHEET FOR THE SENTENCE

Rationale:

Most of you can readily supply the definition for a sentence, but how many of you always write complete sentences? Since the sentence is the core of language, it is logical to begin your study of grammar here. This unit will help you to recognize complete, coherent sentences. To identify complete sentences you must be able to select the subjects and predicates in the sentences. You will review the simple, compound, or complex structure of sentences.

Materials to be used:

1. Selected basic textbook
2. Pretest
3. Practice exercises
4. Programed material
5. Final test
6. Prepared keys for practice material

Time: Maximum of four class periods

Instructions:

1. Take the pretest before you do the activities. The key for checking the test is on the teacher's desk. If you score above 80 percent, consult with your teacher for permission to take the final test without completing the activities.

2. For the listed activities you will check your own work. This work is not to be turned in. It is your drill work.

3. Feel free to consult with the teacher at any time if you do not understand a rule.

Performance Goals:

The student after completing activities will be able with 80 percent accuracy to:

1. identify the subjects by underlining once, and predicates by underlining twice, in 25 sentences;

2. correctly identify complete sentences from a list of 20 sentences;

3. classify each of 20 sentences as simple, compound, or complex.

Activities:

1. Take the pretest and check your answers. This will indicate areas where you need practice.

SAMPLE ASSIGNMENT SHEET FOR THE SENTENCE, Continued

Activities, continued

2. Read the assigned chapter in your textbook and complete practice drills. Check and correct errors.

3. Using assigned programed materials, do frames or lessons for sentences.

4. Take the final test. If your score is below the minimum passing score, plan with your teacher for additional practice drills and retake the test.

TURN THE PAGE AND BEGIN PRETEST

Note: Testing material is not included. The teacher may choose any sentences that match objectives for the pretest, practice drills, and final test.

SUGGESTIONS FOR EVALUATIVE ITEMS

Tests are available in the Instructor's Manual for the textbook and in programed materials. These can be supplemented by teacher-made tests.

A. Business Excerpt
Use a chosen article or part of an article omitting capitalization, punctuation, and leaving errors in grammar usage.

B. Original Paragraph
Suggested subjects: My Plans for Earning a Living, Why Clear and Accurate Use of English is Important, The Person I Most Admire.

C. Recognizing Subjects and Predicates
In the following sentences, underline the subjects once and the predicates twice.

1. All signs point to a change in the stock market.
2. I believe both you and they will be pleased with the attractive prices.

D. Classifying Sentences
On the blank line, identify each sentence as either complex, compound, or simple.

_____ 1. Mr. Watson prepared the report, and Miss James sent it by airmail.

_____ 2. Is there any difference between a shirtwaist and a blouse?

_____ 3. If it is possible, I would like the report to be typed.

E. Noun Plurals and Possessives
Write the singular plural in the first answer column, the singular possessive in the second column, and the plural possessive in the third answer column:

	Singular Plural	Singular Possessive	Plural Possessive
boss	1.	2.	3.
attorney	4.	5.	6.
man-of-war	7.	8.	9.

F. Pronoun Choice
Select the correct pronoun from those given in parentheses.

1. She didn't tell (we, us) girls the truth.
2. You can count on both Jean and (she, her).

SUGGESTIONS FOR EVALUATIVE ITEMS, Continued

G. Verb Usage

Write a plus sign in the space provided if a sentence is correct. Draw a line through the error in each incorrect sentence, and write the correct form in the space provided.

_____ 1. If I was you, I'd drive more carefully.

_____ 2. When that time arrives, we will all be dead for many years.

H. Adjective and Adverb Choices

Select and encircle the one correct word in parentheses in each sentence.

1. I thought she looked (beautiful, beautifully) today.
2. If you just speak (sharp, sharply), the dog will behave.

I. Preposition and Conjunction Usage

Circle the correct word of the two given in parentheses.

1. Pretend (that, like) you do not notice the new clerk's nervousness.
2. Do not leave (without, unless) you first turn out the lights.

J. Parallel Structure

Choose one sentence from each pair that does not violate parallel structure.

Pair 1:

a. I expected him to be angry and to reprimand her.
b. I expected him to be angry and that he would scold her.

K. Punctuation

Punctuate the following sentences; then circle the number or numbers that identify the punctuation you have supplied.

1. apostrophe
2. comma
3. semicolon
4. quotation marks
5. colon
6. question mark

1 2 3 4 5 6 This is not my book but you may read it if you like.
1 2 3 4 5 6 I have known the shock of young men who look like the kings of Wall Street and speak like shoe clerks.

L. Capitalization, Abbreviation, and Number Usage

Underline any incorrect capitalization, abbreviation, or use of numbers in each of the following sentences. Write your correction in the blank provided. Write a plus (+) if a sentence is correct in all respects.

_____ 1. Ray Benson, Senior, is now on the council.

_____ 2. If you take advantage of the twenty percent discount, the pencils will cost you less than two cents each.

_____ 3. Bangor, Me., is the site of a new community college.

M. Punctuation Matching

Place the identifying letter (Column B) in the parentheses next to the item that describes it in Column A.

Column A			Column B
( )	1.	used for important events and documents	a. period
( )	2.	used at the end of an imperative sentence	b. question mark
( )	3.	used in dates and addresses	c. exclamation point
( )	4.	used after an interrogative sentence	d. comma
( )	5.	used to set off titles of chapters within a book	e. colon
( )	6.	used to show the omission of a letter	f. dash
( )	7.	used to set off unrelated words in a sentence	g. quotation marks
( )	8.	used between hours and minutes	h. capital letter
( )	9.	denotes ownership or possession	i. semicolon
( )	10.	used for proper nouns and adjectives	j. apostrophe

N. Adjective and Adverb

In each of the following sentences, adjectives or adverbs have been added to change the wording of popular proverbs. Cross out the unnecessary adjectives or adverbs, leaving the proverb as usually quoted.

1. He who often hesitates is occasionally lost.
2. A sick, weak bird in the dirty hand is probably worth two in the thorny bush.
3. Too many excited cooks certainly spoil the boiling broth.
4. Look there sometime before you leap.
5. If the small, red shoe fits snugly, wear it often.
6. A true friend there in need is a charming lucky friend indeed.
7. Small, loud birds of a bright feather often flock together.
8. The pretty, wise, early bird catches the juicy worm.
9. A careful stitch in ordinary time quite often saves nine.
10. Dirty, sloppy clothes don't ever make the well-dressed man.
11. An old and wormy apple a day keeps the usually happy doctor away.
12. Long, solid experience is however the best faithful teacher.
13. Don't ever judge a large and colorful book by its red and blue cover.
14. More annoying flies are caught here with sugared honey than with sour vinegar.
15. A long absence frequently makes the bouncing heart grow very fonder.
16. Tall, sturdy oaks from little, tender acorns grow.
17. Dirty beggars can't ever be careful choosers.
18. Ample time and low tide seldom wait for no man.
19. A bright red rose by any other name would still smell as sweet
20. Sometimes watch the pretty pennies and soon the dollars will finally take good care of themselves.

SUGGESTIONS FOR EVALUATIVE ITEMS, Continued

O. The Sentence

Part I: In the following sentences underline the simple subjects once and the simple predicates twice.

1. All signs point to a change in the stock market.

2. You must be able to get along with others.

3. Both have written to an old man and a boy.

4. Any one of these patterns is suitable for the purpose.

5. Each man in our various offices receives a bonus annually.

Part II: In the blank provided, write C if the sentence is a complete sentence. Write F if it is a fragment.

1. They pay extra for added protection. _____

2. If you will start the paragraph over. _____

3. His nimble brain will devise some way out of this difficulty. _____

4. After completing the report, the committee will. _____

5. The final show rates as the outstanding event of the year. _____

6. The collegiate business administration courses, too. _____

7. We hid the calculator without their knowing. _____

8. All went well until the chairman called on me. _____

9. Did he complain about your leaving early? _____

10. His explanation of the matter. _____

Part III: In the blank provided, identify each of the following sentences as simple, compound, or complex.

1. The extra duty is yours; it is not someone else's. _____

2. A well-planned message generates a favorable attitude toward the sender. _____

3. If it is possible, I would like the report to be typed. _____

4. Tom Paine became famous in America, but he grew up in England. _____

5. The employees left their jobs; the factory was suddenly empty and lonely. _____

SUGGESTIONS FOR EVALUATIVE ITEMS, Continued

P. Noun Plurals and Possessives

For the following nouns, fill in the blanks provided with the forms called for at the tops of the columns.

Noun	Simple Plural	Singular Possessive	Plural Possessive
1. boss	1. _____	1. _____	1. _____
2. Bailey	2. _____	2. _____	2. _____
3. manservant	3. _____	3. _____	3. _____
4. bailiff	4. _____	4. _____	4. _____
5. attorney	5. _____	5. _____	5. _____
6. secretary	6. _____	6. _____	6. _____
7. mouse	7. _____	7. _____	7. _____
8. chief	8. _____	8. _____	8. _____
9. wife	9. _____	9. _____	9. _____
10. trio	10. _____	10. _____	10. _____
11. hero	11. _____	11. _____	11. _____
12. soprano	12. _____	12. _____	12. _____
13. child	13. _____	13. _____	13. _____
14. corps	14. _____	14. _____	14. _____
15. ox	15. _____	15. _____	15. _____
16. sheep	16. _____	16. _____	16. _____
17. man-of-war	17. _____	17. _____	17. _____
18. notary public	18. _____	18. _____	18. _____
19. go-between	19. _____	19. _____	19. _____
20. gentleman	20. _____	20. _____	20. _____

SUGGESTIONS FOR EVALUATIVE ITEMS, Continued

Q. Pronouns

Select the correct word within parentheses in each of the following sentences and write the correct word in the blank provided.

1. Between you and (I, me), Mrs. Colby doesn't like the gift. _____
2. Unless someone actually asks for your advice, don't offer (him, them) any. _____
3. (We, Us) fellows can finish the job in a few hours. _____
4. Students should be encouraged to think for (themselves, theirselves). _____
5. He let you and (me, I) try out for track. _____
6. I don't like mine as well as (yours, your's). _____
7. Mr. Crandall showed (we, us) boys his collection of old firearms. _____
8. (Those, Them) are the finest cattle in the state. _____
9. The amount of the bill surprised Dad more than (I, me). _____
10. (It's, Its) all yours for the asking. _____
11. Two girls, Irene and (she, her), did most of the art work. _____
12. I like to play chess because it makes (you, me) think. _____
13. (Who, Whom) will the American people elect to the presidency in 1972? _____
14. It should have been (they, them) who were penalized. _____
15. To (who, whom) did Washington turn for advice? _____
16. Nobody likes to feel that (he is, they are) being pushed around. _____
17. The first ones to arrive were Paul and (her, she). _____
18. (Who, Whom) can a child trust more than his own parents? _____
19. Everybody held (his, their) breath as the car skidded in the intersection. _____
20. Paul and (myself, I) wrote all the invitations. _____

SUGGESTIONS FOR EVALUATIVE ITEMS, Continued

R. Verbs

Part I, Instructions: Fill in the following spaces with the missing parts for each of the verbs given.

	Present	Past	Past Participle
1.	wear	_____	_____
2.	_____	_____	taken
3.	_____	_____	set
4.	_____	arose	_____
5.	sing	_____	_____
6.	_____	_____	chosen
7.	_____	drank	_____
8.	_____	lay	_____
9.	give	_____	_____
10.	_____	_____	brought

Part II, Instructions: Complete each of the following sentences by writing in the blank provided at the right the correct form of the verb in the parentheses.

1. Roy Andrews, of all the animal trainers, (was, were) the most informative. _____
2. Her horse (is, are) trained for jumping. _____
3. Thank you for your letter and telegram which (was, were) received this morning. _____
4. We find that a considerable supply of these goods (is, are) available. _____
5. There (seem, seems) to have been some misunderstanding about the instructions. _____
6. Neither Mr. Martin nor Mr. Jenkins (know, knows) how the mistake occurred. _____
7. A number of these items (show, shows) increased sales. _____
8. Mr. Martin, as well as the other executives, (understand, understands) all of the instructions. _____

SUGGESTIONS FOR EVALUATIVE ITEMS, Continued

S. Using Adjectives and Adverbs

In the following sentences, choose the correct modifier for the sentence from those given in parentheses and write it in the blank provided.

1. You will surely sleep (sound, soundly) after so much exercise. _____

2. He can't do the work (satisfactory, satisfactorily) in such a short time. _____

3. You surely can get a job (easily, easy) before Christmas. _____

4. The fan will run more quietly if you oil it (good, well). _____

5 and 6. If you can think (clearly, clear), you should be able to write (good, well). _____ _____

7. The legislature was (kind of, rather) indifferent to the passage of this bill. _____

8. The jury was (somewhat, sort of) surprised that the sentence was not more severe. _____

9. The vase of pink and white peonies looked (nice, nicely) on the alter. _____

10. The team felt (badly, bad) about the poor attendance. _____

11. Because it was April Fool's Day, Dick tasted the candy (suspicious, suspiciously). _____

12. The scheme sounded rather (dishonest, dishonestly) to me. _____

13. Many people felt (badly, bad) about the results of the election. _____

14. A cold shower feels (good, well) on a hot day. _____

15. These scissors don't cut as (well, good) as they once did. _____

16. Our radio doesn't sound as (well, good) as the old one. _____

17. We have (less, fewer) complaints regarding delivery than before. _____

18. Your solution is (more correct, more nearly correct) than mine. _____

19. It's (real, very) cold out in the plant this morning. _____

SUGGESTIONS FOR EVALUATIVE ITEMS, Continued

T. Prepositions and Conjunctions

Part I, Instructions: In the following sentences select the appropriate words or phrases to complete the sentence.

_____ 1. Did you see how angry Mr. Lynch was (with, at) the way Sally treated the customer?

_____ 2. Our city editor plans (to put, on putting) out a special edition.

_____ 3. The discrepancy (in, between) what Mr. Hayes says and what he does is quite apparent.

_____ 4. In what way is Lee's personality different (from, than) Jane's?

_____ 5. (All of, All) the bills are now paid.

_____ 6. I took the pencil (from, off of) James.

_____ 7. It looks (like, as if) it will be a good day tomorrow.

_____ 8. You are young, (and, but) I am old.

_____ 9. You will (go either, either go) to the post office or to the bank.

_____ 10. You may not leave (except, unless) I give you permission.

_____ 11. Don't make any changes (without you, without) telling me.

_____ 12. I read in the daily bulletin (that, where) no shift will work on Saturday.

Part II, Instructions: In the following pairs of sentences circle the letter for the one that does not violate parallel structure.

1. a. Walt said that he liked hiking into hills and to go fishing.
   b. Walt said that he liked to go fishing and to hike into the hills.

2. a. Either you are going to pay this bill, or I am going to sue you.
   b. You are either going to pay this bill, or I am going to sue you.

3. a. On our trip to Yellowstone Park we met Mike Wilson, a typical cowboy who had lived in Wyoming all his life.
   b. On our trip to Yellowstone Park we met Mike Wilson, a typical cowboy, and who had lived in Wyoming all his life.

4. a. She was not only confused by the road signs, but she had left her glasses at home.
   b. Not only was she confused by the road signs, but she had left her glasses at home.

SUGGESTIONS FOR EVALUATIVE ITEMS, Continued

U. Punctuation

Part I, Instructions: All of the following sentences contain errors in punctuation. Some of the sentences have unnecessary punctuation; others have omitted punctuation. Find the errors, circle them, and indicate corrections to be made in the spaces provided.

Example: Mr. Lee, of Houston, will join our staff soon. omit commas

_____ 1. Stillwater, Oklahoma is the location of Oklahoma State University.

_____ 2. Susan my sister is in the sixth grade.

_____ 3. The books on the table, and those on the floor should be placed on the shelf.

_____ 4. We appreciate receiving your letter of July 16, 1970 about the error.

_____ 5. If you wish to build a new home, you must secure a contractor, and you must secure a loan.

_____ 6. The more you study the more you will learn.

_____ 7. History, sociology, and political science courses— are to be offered by correspondence.

_____ 8. If you want a promotion, further your education by taking night classes, and work efficiently while on the job.

_____ 9. We received a shipment of new, fur coats today.

_____ 10. John Smith, along with his family will leave on a trip soon.

Part II, Instructions: Punctuate the following sentences; then circle the number or numbers that identify the punctuation you have supplied.

1. apostrophe
2. comma
3. semicolon
4. quotation marks
5. colon
6. question mark

1 2 3 4 5 6 1. This is not my book but you may read it if you like.

1 2 3 4 5 6 2. Jean removed from the sidewalk the paper which James hadnt bothered to remove.

SUGGESTIONS FOR EVALUATIVE ITEMS, Continued

Punctuation, Continued

1 2 3 4 5 6 3. When you have read this book will you have any new ideas on life.

1 2 3 4 5 6 4. Jean never admitted however that she had been engaged for a week.

1 2 3 4 5 6 5. They did the first six furlongs in 1 04.5 this is extraordinary time for two-year olds at Pimlico isnt it.

1 2 3 4 5 6 6. Well when a man begins to moralize said his wife its time to go home.

SUGGESTIONS FOR EVALUATIVE ITEMS, Continued

V. Capitalization, Abbreviations, and Numbers

In each of the following sentences decide (a) which words should be capitalized, abbreviated, or which numbers should be corrected in business correspondence; (b) in the answer column circle C if the sentence is correct; circle I if it is incorrect.

Capitalization

1.	This year winter came in on tiptoe and then roared like a lion on the way out.	1. C I
2.	People who are dieting should avoid high-calorie foods such as french dressing.	2. C I
3.	There are many more junior colleges in the west than in the east.	3. C I
4.	Have you ever met Charles Wayne, president of Caldwell University?	4. C I
5.	I believe you will find this booklet, "a trip through a diamond mine," useful in writing your term paper.	5. C I

Numbers

1.	He has studied the subject for 5 years.	1. C I
2.	They pay five percent interest quarterly.	2. C I
3.	The first payment is due on the 12th of this month.	3. C I
4.	We were given three theater tickets free of charge.	4. C I
5.	He took out a $2,000 mortgage with the bank.	5. C I
6.	The letter was mailed to you on June 8.	6. C I
7.	The home team won the game seven to nine.	7. C I
8.	She invested several hundred dollars in real estate.	8. C I
9.	We received your remittance of $25. yesterday.	9. C I

Abbreviations

1.	R.C. Masters, of your company, has applied to us for credit.	1. C I
2.	By subscribing now, you get the magazine at 8¢ a copy.	2. C I

SUGGESTIONS FOR EVALUATIVE ITEMS, Continued

Capitalization, Abbreviations, and Numbers, Continued

3.	Address the letter to Martin K. Stahl, Doctor of Philosophy.	3.	C I
4.	The legal work is being handled by Messrs. Lynn and Kraft.	4.	C I
5.	We referred her to B. Altman & Co. (Name on letterhead: B. Altman & Co.)	5.	C I

TEST KEYS

O. The Sentence

Part I:

1. signs point
2. you must be able
3. Both have written
4. one is
5. man receives

Part II:

1. C
2. F
3. C
4. F
5. C
6. F
7. C
8. C
9. C
10. F

Part III:

1. Compound
2. Simple
3. Complex
4. Compound
5. Compound

P. Noun Plurals and Possessives

1.	bosses	boss's	bosses'
2.	Bailey	Bailey's	Baileys'
3.	menservants	manservant's	menservant's
4.	bailiffs	bailiff's	bailiffs'
5.	attorneys	attorney's	attorneys'
6.	secretaries	secretary's	secretaries'
7.	mice	mouse's	mice's
8.	chiefs	chief's	chiefs'
9.	wives	wife's	wives'
10.	trios	trio's	trios'
11.	heroes	hero's	heroes'
12.	sopranos	soprano's	sopranos'
13.	children	child's	children's
14.	corps	corps'	corps'
15.	oxen	ox's	oxen's
16.	sheep	sheep's	sheep's
17.	men-of-war	man-of-war's	men-of-war's
18.	notaries public	notary public's	notaries public's
19.	go-betweens	go-between's	go-betweens'
20.	gentlemen	gentleman's	gentlemen's

Q. Pronouns

1. me
2. him
3. we
4. themselves
5. me
6. yours
7. us
8. those
9. me
10. it's
11. she
12. me
13. whom
14. they
15. whom
16. he is
17. she
18. whom
19. his
20. I

R. Verbs

Part I:

1. wore worn
2. take, took
3. set set
4. arise arisen
5. sang sung
6. choose, chose
7. drink, drunk
8. lie, lain
9. gave, given
10. bring, brought

Part II:

1. was
2. is
3. were
4. is
5. seems
6. knows
7. show
8. understands

S. Using Adjectives and Adverbs

1. soundly
2. satisfactorily
3. easily
4. well
5. clearly
6. well
7. rather
8. somewhat
9. nice
10. bad
11. suspiciously
12. dishonest
13. bad
14. good
15. well
16. good
17. fewer
18. more nearly correct
19. very

T. Preposition and Conjunctions

1. at
2. to put
3. between
4. from
5. all
6. from
7. as if
8. but
9. go either
10. unless
11. without
12. that

1. b
2. a
3. a
4. b

U. Punctuation

Part I:

1. comma after Oklahoma
2. commas around sister
3. omit comma
4. comma after 1970
5. omit comma before and
6. comma after study
7. omit dash
8. omit comma before and
9. omit comma
10. comma after family

Part II:

1. 2 (,but)
2. 1 (hadn't)
3. 2 6 (book, life?)
4. 2 (,however,)
5. 5 3 2 1 6 (1: 5; Pimlico, isn't it?)
6. 4 2 2 4 2 4 1 4 ("Well, moralize," wife, "it's home.")

V. Capitalization

1. I
2. I
3. I
4. C
5. I

Abbreviations

1. I
2. I
3. I
4. C
5. C

Numbers

1. I
2. I
3. C
4. C
5. C
6. C
7. I
8. C
9. I